

COMMUNICATION ACCOMMODATION OF UGANDA STUDENT IN PESMA KH. MAS MANSUR UNIVERSITY OF MUHAMMADIYAH SURAKARTA



**Compiled as one of the requirements for completing the Study of Bachelor Degree in
Communication Science Program Communication and Informatics Faculty**

By:

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APPROVAL PAGE

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KH. MAS MANSUR UNIVERSITY OF MUHAMMADIYAH SURAKARTA**

UNIVERSITY OF MUHAMMADIYAH SURAKARTA

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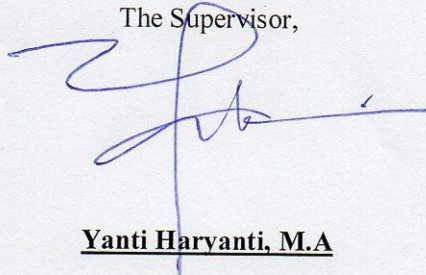
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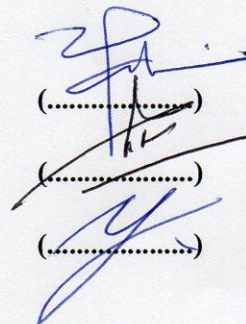
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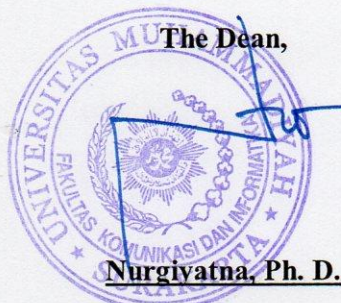
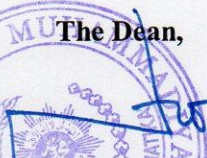
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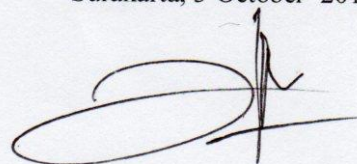
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A handwritten signature in dark ink, featuring a large, stylized loop on the left and a series of smaller, connected strokes on the right.

Dziya Ulhikmah

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COMMUNICATION ACCOMMODATION OF UGANDA STUDENT IN PESMA KH. MAS MANSUR UNIVERSITAS MUHAMMADIYAH SURAKARTA

Abstrak

Akomodasi komunikasi dimaknai sebagai usaha untuk menyerupai ataupun memodifikasi pola komunikasi lawan bicara meliputi komunikasi verbal maupun non-verbal. Proses akomodasi merupakan sesuatu yang dilakukan tanpa sadar oleh pelaku komunikasi dengan tiga strategi yaitu konvergensi, divergensi dan komunikasi berlebihan. Akomodasi komunikasi lintas tidak hanya terjadi pada pola komunikasi antarbudaya saja, namun dalam ranah yang lebih luas yaitu meliputi konteks komunikasi lintasbudaya. Dalam ranah komunikasi lintasbudaya, akomodasi komunikasi yang terjadi menjadi lebih kompleks karena faktor bahasa serta budaya menjadi penghalang utama. Penelitian ini bertujuan untuk mengetahui proses akomodasi yang terjadi antara mahasiswa Uganda dan mahasiswa Indonesia di pesma (pesantren mahasiswa) KH. Mas Mansur Universitas Muhammadiyah Surakarta, dengan tehnik purposive sampling yakni pengambilan sampel berjumlah empat orang mahasiswa yang berasal dari Uganda yang tinggal di pesma sedangkan pengumpulan data dilakukan dengan wawancara, dokumentasi, dan observasi. penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan studi kasus serta menggunakan teknik triangulasi data pada sumber yaitu dengan melakukan pengecekan sumber data dari informan I, II, III, dan IV, observasi data lapangan yang berasal dari wawancara dengan teman sekamar, serta pengamatan dari keseharian informan.

Kata Kunci: Antarbudaya, Akomodasi, Konvergensi, Divergensi, Komunikasi Berlebihan

Abstract

Communication accommodation is interpreted as an attempt to resemble or modify the communication patterns of interlocutors including verbal and non-verbal communication. The accommodation process something unconsciously done by the communicator with three strategies, are: convergence, divergence and over-accommodation. Communication accommodation does not only occur in intercultural communication patterns, but in a broader domain that includes the context of cross-cultural communication. In the realm of cross-cultural communication, communication accommodations that occur become more complex because language and cultural factors are the main barrier. This study aims to determine the accommodation process that occurs between Uganda students and Indonesian students in the pesma (boarding school) KH. Mas Mansur, University of Muhammadiyah Surakarta, with a purposive sampling technique that is taking a sample of four students from Uganda who live in pesma while data collection is done by interviews, documentation, and observation. This research uses a descriptive qualitative method with a case study approach and uses data triangulation techniques at the source by checking the data sources from informants I, II, III, and IV, observing field data from interviews with roommates, and observing the daily life of the informants.

Keywords: Intercultural, Accommodation, Convergence, Divergence, Over-accommodation

1. INTRODUCTION

1.1 Background

Ugandan students represent one of three nationalities whose people lived in Pesma (student boarding schools) in 2018. Based on data from BKUI (Bureau of Collaboration and International Affairs), the number of Ugandan students that joined in Pesma since 2014 is only one person, the same number occurred in the following year until 2017. But, the number of foreign students from Uganda has increased by a total of four people in 2018.

Data from BKUI shows that Ugandan students studying at UMS are covered by an International Priority Scholarship. IPS is a scholarship provided by UMS and not by the government. Based on the informant's explanation through pre-research, the scholarship was obtained independently, and they chose Indonesia as their destination for study. Facilities that obtained by Ugandan students are exemption from SPP (Educational Development Donations), and a monthly fee.

The facilities they get from this scholarship do not generally apply to all types of scholarships, it is because Indonesia itself does not have clear rules regarding foreign student rights. Evidently, in RI (Republic of Indonesia) law number 6 of 2011 concerning immigration does not mention in detail related to the rights of foreign students in Indonesia. So the Ministry of Research, Technology and Higher Education made a draft study permit regulation for foreign students that replaced the regulation of the Minister of National Education No. 25 of 2007 which was deemed inappropriate. The regulation cover various aspects including facilities in the form of a place to live, state security and the ease of obtaining study permits for foreign students. However, this regulation has not yet been ratified (Direktoral Jenderal Kelembagaan IPTEK & DIKTI, 2017).

In the absence of clear rules, the determination of standards is only based on the interests of the University but does not accommodate the needs of foreign students themselves, such as complete information regarding residence. Ugandan students claim that when filling out online forms from BKUI, only two options are available, which is to live in the campus dormitory or outside the dormitory without getting further information regarding their choices. On the Pesma website there is no information update and also the language of instruction on website still use Indonesian language are several causes that sufficient information being blocked. So that there is no communication between the hostel and prospective residents of foreign students until they

arrive at Pesma. Whereas the adaptation can be measured to what extent the interaction that exists between foreign students with the hostel, and the mass media has an important role for foreign students to help the adaptation process (Croucher & Kramer , 2017).

These obstacles gave rise to new problems, the unavailability of complete information and ineffective communication between the dormitory and prospective occupants of foreign students caused the adaptation process to be hampered. To overcome this, the Director of Pesma has provided information regarding all activities and regulations, even though the implementation was carried out three weeks after the foreign students come.

When Ugandan students began living in the Pesma, they encountered some problem, such as conflicts with roommates, lack of communication and negotiation became a problem, especially when Ugandan students reported to the management about complaints their roommates. For example, there were reports related to lights that were turned off when a Ugandan student was studying. For Ugandan student it was very irritating, and even other Ugandan student requested that she be moved from the room and not be placed in a room again with the same roommate.

The same complaint arose from the Ugandan student's roommate, and the person concerned decided to move from Pesma because he felt unable to mingle with Ugandan students who were her roommates. According to Alviana's (2015) study which also discusses the accommodation process of intercultural communication between Malay and Javanese, conflict is caused when conversations rarely intertwine, although people may often cross paths.

Similar to the findings by Alviana, in Roshima's research (2017) also discusses intercultural communication between foreign students and native students, where foreign students have difficulty to interact on campus because they have different cultural and linguistic backgrounds, especially with assignments and campus activities, Roshima suggests, increasingly encouraging foreign students to continue to interact despite the process of rejection and acceptance as a form of response from indigenous student groups. This kind of conflict and friction occurs in the adaptation process, because in broad terms the accommodation process not only examines the problems of interpersonal communication, but also reaches a broader scope covering intergroup communication (Gallois, Ogay, & Giles, 2005). Such research is also reviewed by Fisk & Vaarala (2017), conducted in working groups using communication accommodation theory. From the analysis of the data obtained, it shows that the level of group membership varies with each communication behavior, both within groups and outside groups as evidenced by the person's physical presence or not.

The difference about this study with previous study is communication accommodation theory that used by Ugandan students in this research as a form of adjustment to new environments, new cultures, and new friends that have the potential for conflict. These obstacles will be further identified in this study. Furthermore, the subject will be observed how he tries to make communication effective through the communication accommodation process.

1.2 Literature Review

Accommodation is understood as an act of accepting or rejecting others by changing communication behavior (Griffin, 2012). Interpersonal communication is the root of communication accommodation theory which at the beginning of its formation was called speech accommodation theory (SAT) by Howard Giles. Since 1970, Giles (1973) introduced the concept of SAT which according to him in addition to context, speech accommodation shows a person's important attitude to the interlocutor, where he must adjust one's language, discussion, or communication behavior. This theory was conceptualized more broadly to include nonverbal behaviors into communication accommodation theory (CAT). CAT emphasizes the concept of social psychology which became the forerunner to the emergence of CAT (Gallois & Giles, 2015).

Most accommodations are done unconsciously by communicators, they adjust, modify, or regulate behavior in response to communicant communication behavior. This communication accommodation process begins when the communicator perceives the message from the communicant and continues to be an evaluation when he evaluates the whole conversation. So the results of this theory can create the convergence (fusion) of the use of language and nonverbal systems between communication participants (West & Turner, 2008). Accommodation is also a process in which participants manage the interactions involved in adopting linguistic codes or accents, adjusting the speed of speech, or increasing and avoiding eye contact (Gallois, Ogay, & Giles, 2005).

Communication accommodation theory has four principles that underlie the concept of this theory. The first is essentially that communication is not purely influenced by the characteristics of the immediate conditions at the time or the initial orientation of the actors of communication, but also influenced by the historical social background in which the interaction is embedded. The second principle asserts that communication is not only a matter of exchanging ideas, information, facts or emotions, but also membership of striking social categories is often negotiated when interactions occur through the process of accommodation. The third principle is the interactants have high expectations regarding the optimization of the accommodation process. These expectations are based on stereotypes of outside members

along with applicable social norms. This can affect size or be an important element for each individual in continuing or withdrawing from an interaction. The last principle is the interactants utilize strategies, especially the convergence and divergence with the aim of asserting good attitudes toward each other and each social group. According this model, social interaction can be balanced between the need for social and differential inclusiveness (Giles & Ogay, 2007).

Based on the fourth principle that has been explained previously that the communication accommodation process can be applied through three strategies, each communicator has its own strategy when determining the attitude of communication, by convergence, divergence and over-accommodation.

Convergence is a strategy in the adaptation process where communicators try to resemble communicant behavior. In this case each individual adjusts communicative behavior in various forms of language (such as accent and speech level) as well as paralinguistic (such as short speech or pauses), and non-verbal features (such as how to stare, and smile) in such a way that it is more similar to communicant behavior (Giles & Ogay, 2007).

Whereas divergence is the opposite of convergence strategy, divergence is a communication strategy to emphasize differences between communicators both in speech and non-verbal behavior (Fisk & Vaarala, 2017). Divergence can be seen as from of the response of the interlocutor while communicating, such as speaking style, intonation, the language used, as well as pauses in conversation and other non-verbal behavior. So that can be said that divergence occurs when there is no attempt to emphasize equality during communication, or it can be said that communication occurs between one another continues to flow without any concern to accommodate others (Alviana, 2015).

Over-accommodation is a predicate given by the communicator to the communicant, where the communicant does not have the ability to modify and respond to the conversation. Over-accommodation results in a loss of motivation to learn more languages and tends to avoid conversation. In addition, over-accommodation also can impact on misunderstandings such as differences in context or failure to meet the needs of interlocutors (Williams, 1999).

So it can be said that language is an important dimension in the process of intercultural communication (Samovar, Porter, & McDaniel, 2010). Intercultural communication can be interpreted as a process of symbolic exchange between individuals or several communities of different cultures, with the aim to achieve the negotiation of shared meanings in the inherent system of community interaction (God & Zhang, 2018). Besides intercultural communication also assesses that perception has an important position in determining the sustainability of a

relationship, perceptions that tend to be negative and believed to be true will form stereotypes and prejudices. When prejudice does not find certainty, prejudice will present conflict (Rumondor, Paputungan, & Tangkudung, 2014).

Intercultural communication occurs when the part that involved in the communication activity carries a different cultural background of experience and reflects the values shared by the group in the form of knowledge, experience and values (Samovar and Portet in Riandy, 2016). Basically, intercultural communication learns about how much influence of a culture has in the communication activities, including every meaning of verbal and nonverbal messages based on cultures that intersect, and then becomes a matter of consideration whether it is appropriate or not to be communicated, how to communicate it and when will it is communicated (Heryadi & Silvana, 2013).

Nonverbal communication generally refers to a technique of sending and receiving messages without the use of words, more precisely, nonverbal covers all communication methods that do not have the basic nature of language to learn them, such as composition and rules of grammar, the ability to exchange information past, present, and future, as well as the use of a premise that is proven to be true or false. In addition, nonverbal communication basically has a fairly extensive innate sign and can occur spontaneously in an uncontrolled interaction (Remland, 2017).

Nonverbal communication can be in the form of touch, face expressions, tone of voice, eyes, and abstract messages such as distance and posture between two or more people, also in terms of clothing. Because all forms of material objects, systems of time and physical space are included in the category of nonverbal communication. Verbal communication could be ended when a communicator is no longer to speaks, but that does not apply to nonverbal communication, even in silence while in the speaking condition. One type of nonverbal communication mentioned is environmental factors, in this case clothing is included in the study of nonverbal communication, not many people are aware that clothing can communicate. This is often influenced by social norms, clothing more or less shows information related to self-identity, including identifying age, gender, social class, role, group membership, status, can also identify physical, mood, climate and time in history (Haziran, 2008).

1.3. Problem Formulation

From the previous explanation, a formulation of the problem was formed what motivated Ugandan students to accommodate and how the communication accommodation process carried out by Ugandan students. This research is important because there are no journals or sources that discuss the adaptation or accommodation of Ugandan students in Solo. In addition,

Uganda has the same culture as Indonesia in respecting older people, based on pre-research data, the form of Ugandan people respecting the older is “kneel down”. There are not only similarities but there are also differences in weather and food which are examples of friction in the adaptation of Ugandan students in new environments. The researcher, who is also a supporting staff at Pesma, is an added value in terms of valid data collection in the field.

2. METHOD

This research uses descriptive qualitative. The author is directly dealing with the respondent to collect the required information data. It is intended that the researcher is able to explain the communication accommodation process and the form of accommodation strategies that occur in Pesma.

This research was conducted only in the scope of Pesma KH. Mas Mansur UMS, where Pesma is a residence of Ugandan students today. Pesma represents all tribes and ethnicities in Indonesia because all students from the islands of Java, Sumatera, Kalimantan, Sulawesi, and various other regions in Indonesia, as well as come from overseas live and unite in Pesma. Subject selection uses purposive sampling technique, which is determined by several characteristics, the subject who is a second semester of UMS student from Uganda and residing in a student dormitory (Pesma Mas Mansur).

So from the criteria above, subjects in the study were found to be in accordance with the purposive sampling technique of four Ugandan students. Four Ugandan students who became informants consisted of one woman and three other men, with the following data: informant 1: Namayanja Sumayiyah, 20 years old, majoring in nursing, Kampala-Uganda; informant 2: Sonko Yusufu, 22 years old, majoring in electrical engineering, Mbarara-Uganda; informant 3: Bumpenje Hamzah, 20 years old, Electrical engineering, Kampala-Uganda; informant 4: Shafiq Mutebi, Electrical engineering, Uganda.

Data collection instruments sourced from primary data, data were obtained directly from the subject or respondents through in-depth interview techniques. By conducting direct interviews with Ugandan students, researchers can observe responses from informants in the form of convergence and divergence. In addition, researchers used secondary data obtained from observations and documentation by involved in the daily life of informants, as well as references from several journals on Ugandan adaptation supplemented with photos and videos that recorded the daily activities of Ugandan students in Pesma. Besides that, the status of a researcher as a supporting staff at pesma makes the observation process of Ugandan students easier. So that researchers know the efforts of Ugandan students to accommodate their culture

with Indonesian culture. The data analysis used is inductive which is a form of specific analysis the general where the results of observations and interviews in this study are generalized in the form of conclusions

Meanwhile, according to Moleong in Hadi (2016), to verify the validity of the data, researchers used data triangulation techniques. Data triangulation can be interpreted as a tool to check the validity of the data by utilizing other things that are still related to the research object to check and compare data). In this case, the triangulation technique that applied was triangulation technique by checking data sources from informants I, informants II, informants III, and informants IV, observing field data from interviews with roommates, and observations from the informants' daily lives.

In this study, CAT concentrated on intercultural discussion because the research was conducted in Pesma where there was a great diversity of cultures from each region especially for foreign students that living in Pesma, so the proper context for research in Pesma environment is using intercultural concepts. In addition, there are different treatments between foreign and local students that become the reason of this research chooses to focus on intercultural discussion.

3. RESULTS AND DISCUSSION

Based on interviews that related to Ugandan student accommodation communication in pesma KH. Mas Mansur with three male students and one female student, a number of points were obtained would describe the overall results of this study are: 1) the convergence strategy of Ugandan students, 2) the divergence strategy of Ugandan students, 3) the overcommunication of students. In the three major themes, each point will be described in several subtitles.

3.1 Uganda Student Convergence Strategy

Convergence refers to an attempt to adjust communicative behavior with the aim to resembling the behavior of others. Convergence can occur in a variety of variables including speech tone, accent, language style, and speech length (Dragojevic, Gasiorek, & Giles, 2016). Communicators are generally motivated to do convergence because they want to be accepted in their new environment in order to create mutually beneficial friendships..

“I feel so good and Im teaching my friend, and then discuss with them because the more they learn from me, the more I learn from them” (Informant 2).

“And because of teaching the more I get close to them. It can also help me maybe they can teach me bahasa something like that.” (Informant 4).

The convergence efforts undertaken by Ugandan students are (a) Interacting in bahasa based on the vocabularies that they already knew, (b) reduce the speed of speech when the interlocutor have a difficulty to understanding, (c) use Indonesian name calling, (d) building two-ways communication in evaluation process of learning, and (e) fashion style as a nonverbal form.

3.1.1 Interacting in Bahasa Based On The Vocabularies That They Already Knew

The convergence effort undertaken by Ugandan students at Pesma KH. Mas Mansur is to bahasa while interacting with local students based on the vocabularies that they already knew. Simard, Taylor, and Giles (1976) found that convergence is considered more beneficial when it is associated with the speaker's desire to break down cultural barriers (ie, intentional attribution, positive intentions), rather than unintentional situational pressures by the speaker (Dragojevic, Gasiorrek, & Giles, 2016).

“I understand the Indonesia language a little bit, In most cases I watch Indonesian movies, and I try speaking with them”. (Informant 2)

“To respond who ask me by Indonesia, first of all I listen, if I dont understand anything I would say *saya tidak mengerti*. I try to use some little language that I know to make the point clear”. (Informant 3).

“ It depends, if I understand and I can respond, I can, if I dont understand, I would say, *saya tidak paham*, something like that. Of course I know im not perfect in bahasa, but I would face them and I say the little I know, if they tell me something. I really try to understanding it also depend on my vocabularies”. (Informant 4).

The statements from three informants above explain that in their daily life, Ugandan students tried to use Indonesia vocabularies that they already knew to interact with Pesma students, who are mostly local students. From the results of observations and interviews, Ugandan students intentionally break down cultural barriers, rather than unintentional situational factors. This was proven by second informant even stated that he often watched Indonesian films in order to learn Indonesian. Likewise, the third informant who tried to combine words that he understood their meanings so he could find the essence of the interlocutor who used Indonesian. Additionally, the fourth informant also did the same thing by trying to interact with Indonesian as much as the vocabulary that he already knew.

Similar to the results of observations which has been done, researcher found in some cases that the interaction of Ugandan students using bahasa to start conversations or put in bahasa in their dialogue with pesma student. In some observations, the researchers found that the only female student from Uganda was often together with students from Thailand. It was

known that Thai students were neighbors of Ugandan students' rooms, so several times the researchers found they often walked together to the canteen or to the mosque. For example.

Thai students that come from Pattani located in one of the provinces in southern Thailand used Malay language that similar with Indonesia Language, because basically Thailand only has two dominant races namely Thai and Malay, so Malay people in Thailand call themselves Pattani Melayu (Jaafar, Awal, Mis, & Lateh, 2016). Likewise with Thai students living in Pesma, she only mastered Thai and Malay and could not speak English. Meanwhile, to connect communication between Ugandan students and Thai students, they can only speak in Indonesian. So that Ugandan students use Indonesian so they can interact with Thai students.

“If there was something that I want to talk to her about and she didn't know the meaning, I tell her, maybe she understands *dikit-dikit*. If she doesn't, I would translate, and sometime I would translate in bahasa Indonesia, but *dia nggak bisa*, maybe bahasa Indonesia, maybe the world is new, so she would translate to bahasa Thailand” (informant 1).

Ugandan students have difficulty communicating with Thai students, because Thai students do not fully understand English, so the first informant had to use bahasa. Even so they still can communicate, although they use an alternative like a Google Translate application to make sure meanings are conveyed properly.

3.1.2 Reduce the Speed of Speech When The Interlocutor Have a Difficulty to Understanding
Besides the efforts of Ugandan students to use bahasa when interacting with local students, another thing is to slow the speed of speaking. It is a form of convergence as an effort of Ugandan students to accommodate communication with their opponents. In other words, attitudes when speaking, responses, communicators' perceptions and language use, will change along with the negotiation of the meaning that they do during the interaction process, so that participants can accommodate the use of the language of their interlocutors with the same accent, language, level of speech, and the same dialect with the aim of getting approval or acceptance from the interlocutor (Ayoko, Hartel, & Callan, 2012).

“ If Im talking to that person I speak slowly in English”. (Informant 1)

The first informant explained that when he spoke with local students, he tried to change the speed when speaking, especially when speaking English and using a British accent that was fast and difficult to understand for local students who were not accustomed to hearing the accent. In addition to changing the speed of speech, intonation in conversation is also one of the important things in communication, because it can help the recipient interpret a message. There are several factors that explain that someone's intonation when speaking is able to help

the message conveyed well, one of these factors is that intonation helps recognize the structure of a grammar as well as the syntax in speech: the function of grammar in intonation (Trujillo, 2006).

On several occasions Ugandan students have tried to change the speed of speaking to be slower with their interlocutors when meeting for the first time, when they feel that the communicant is having difficulty to understanding the purpose of what Ugandan student is saying, they will change the speed of speaking to a slower technique. It shows that Ugandan students realize that the language they use when interacting is a language that is difficult to understand, especially for the use of British accents that are rarely heard. So the purpose of changing the speed of speech is the interlocutors who are Indonesian students can understand word by word they convey.

3.1.3 Use Indonesian Name Calling

Indonesia has various forms of greetings, both in Indonesian and ethnic languages such as Javanese, Sundanese, Batak, and so on. The language used by the speaker can reflect position the speaker of language, related to who the greeter is, the person who is addressed and what relationship they build. So that these greeting forms can show gender, level of education, closeness of relations, age, profession, religion, and inheritance in greeting kinship relations (Wibowo & Retnaningsih, 2015).

Based on Barker's quote in Mulyana (2006), he emphasized that the function of spoken language is as a form of labeling or naming, invites sympathy, and as a format for the spread of tradition and culture that is sustainable (Alviana, 2015). The function of verbal language is also found in the convergence strategy of Ugandan students by using Indonesian name calling in Javanis language "*Mas* or *Mba*". Ugandan students often call their interlocutors as *Mas* or *Mba*. This form of greeting was made by Ugandan students (Informant 1) to every woman or man who felt older than him, such as supporting staff who were administrators at Pesma KH. Mas Mansur.

"*Mas* or *Mba*" greeting words are generally used by informants when interacting by face to face or over WhatsApp. This is done as a way to build intimacy and a sense of kinship so that Ugandan students indirectly recognize the cultural identity of the interlocutors who are local students (Riandy, 2016).

In addition to recognition of the identity of the local culture, greeting words or calling style *Mas* or *Mba*, pinned to those who are older as a form of respect for someone whose age is above the Ugandan student.

“*Mba* or *Mas* is like giving someone respect, like you’re our leader so I find it hard to address you by your name” (informant 1).

The form of greeting *Mas* or *Mba* that she gave to seniors in pesma was not just knowledge that was obtained, the factors that caused it to happen not only from internal pesma, but also from outside of pesma, in this case the campus environment like friends, classmates, or organization can give a big impact.

“I know from my class, we call our seniors *Kak*, and our seniors who are teaching assistants *Mba* or *Mas*. Also sometimes I call my roommate *Mba*, because she is in her seventh semester, I keep their level” (informant 1).

First informant gets the impact from external environment of pesma, that is her classmate. How she and her friends call the assistant lecturer with a greeting *Mas* or *Mba* then she applies in her daily life in Pesma, to seniors and administrators at pesma as well as to her roommates, one of them is in the seventh semester student. There are specific standards and criteria for first informant when she calls someone with the greeting *Mas* or *Mba* and the level she creates to whom, and where the greeting is pinned.

Slightly different from first informant, the second, third and fourth informants call seniors who are in pesma as *Mas* or *Mba* precisely because they often hear student of pesma calling their seniors as such. Even second informant learned about it from Indonesian films.

“ We call them *Mas*. That’s mister in English, same as Baaba in bahasa Luganda. I learn it from movie called Dilan, and sometimes in the Pesma I hear people say it too” (Informant 2).

Second, third, and fourth informants not only use the greeting words *Mas* or *Mba* but also more varied by calling *Kak* or *Bro*. Although what is often used is still greeting *Mas* or *Mba*. Whereas in the campus environment, Ugandan students actually call their classmates without the greeting *Mas* or *Mba*, they immediately call the name of the friend.

“I usually call my classmates by name” (informant 2).

3.1.4 Building Two-Ways Communication in Evaluation Process of Learning

The existence of Ugandan students is used by Pesma to become staff of English teacher considering that they have good English skills, this is because English is the official language in Uganda, while other local languages which are also often used are Luganda and other auxiliary languages, Nilotic, and Swahili. The establishment of English as the official language of Uganda is a real impact of European colonialism in Uganda. Like most of other countries in Africa, America and Asia, European languages emerged as the official language of the colony.

Uganda maintains the language of the former colonial power as the official language after achieving political independence (Douglas Mpuga, 2013).

With their more English language skills, Ugandan students become English teachers and share knowledge such as grammar and vocabulary. Convergence occurs when two-ways communication is developed through an evaluation process at the end of the learning process, Ugandan appointed one or two pesma students to give examples of sentences from the vocabulary that was given. The development of two-ways communication gave rise to a new approach in learning process that has a characteristic on relational and interactive (Abdulhak & Anwas, 2014). This is as a form of interaction built by the instructor in order to measure students' understanding of the material being taught. These interactions are seen as a form of convergence by Ugandan students.

Interaction also exists when Ugandan correct the spelling and writing of pesma students about English vocabulary, whether it is appropriate or there are errors in writing letters and so on. With two-ways communication, it will build interaction between Ugandan students and local students who have cultural differences, so it can be said that convergence in communication allows communicators to seek agreement or affiliation and interpersonal similarity as a step to be able to reduce social distance (Chen, 2019)

3.1.5 Fashion Style as Nonverbal Form

Convergence is not only understood as a verbal form, but also the from of the nonverbal perspective. In communication accommodation theory, language is an important factor that has the main focus in the discussion of the theory, even though some people use the symbol of communication as a confirmation of a social identity. For example, with hair style, style of dress, diet and cosmetics can be understood in terms of the perspective of CAT (Giles & Ogay, 2007)

From the observations that most generally for Indonesian women, especially in pesma, use equivalent colors such as wearing dark green and light green, or combining striking colors with neutral colors like yellow and navy. This is different from the style of Ugandan students dresses, especially for female gender where at the beginning of her arrival the dress that she wore was very different from Indonesian students. Not from the style, but a contrast color pattern such as orange to purple, so it looks a difference from the dress that she was wearing. African dresses often contain a lot of patterns combined in one outfit as well Yoruba who is one of the regions in Africa is sensitive to subtle color combinations and doesn't care much about the mixture of patterns or textures if the color feels right (Eicher, 1972). It is

considered as contrast color for pesma students, because in general pesma students use neutral colors, this make an effect on the accommodation process of Ugandan students.



Picture 1. Uganda's Appearance When First Time She Arrived In Indonesia (Left)
And After Ugandan Made Changes To Her Appearance (Right)

The convergence effort can be seen from how Ugandan changes in wearing dress, with a choice of neutral colors such as cream and white or striking colors that are paired with neutral colors like purple and grey. So that it can be said that an important concept in convergence is the encouragement to get agreement between one another. The assumption is the interest in equality, the more similar a person to his interlocutor, the more that person likes and respects the interlocutor. This is not only from a linguistic perspective but also from a nonverbal perspective such as speaking style, dressing intonation among others (Byrne in Ayoko, Hartel, & Callan, 2012).

3.2 Uganda Student Divergence Strategy

Divergence is a form in which individuals can change their dialogue into more general communication with the aim of moving away from the communicative behavior of one's interlocutors (Giles & Gasiorek, 2012). Communicators are generally motivated to do the divergence because of the desire to maintain their cultural identity, besides that the main purpose of communicators to Indonesia is to complete studies, so that communication is established to achieve the goal of graduating on time not to learn deeper language.

“Like u know other student look for things that will really have u to achiev, success in your study” (informant 4).

The divergences made by Ugandan students are as follows: (a) keep using English for unknowing Indonesia vocabularies. (b) high speed of speech as British accents default used in Uganda, and (c) lack of negotiation makes an ineffectiveness in the learning process.

3.2.1 Keep Using English For Unknown Indonesia Vocabularies

Seems like in Indonesia, Uganda also has many local languages which are divided in every area in Uganda. Ugandan students who live in Pema use Luganda, Lunyakole and Swahili, but most of them speak Luganda because they live in central Uganda, while Lunyakole is the language of other regions in Uganda and Swahili is the second official language after English.

“Luganda is used in central and Lunyakole to other parts, and Swahili is the second official language, usually used by the east African community. And I can speak all of them, but most people speak English and Luganda. ” (Informant 2).

“I use many of local languages, but I use Luganda. I know Swahili too but I dont usually use it” (Informant 1).

While English is Uganda's first official language, the British accent they used because Uganda is a former British colony. English is not the language that they was knew from birth, but the language they learn from the environment, family and school.

“I use English in daily life too and I started learning English when I was 3 years old at Kindergarten with my teachers but before that I used Bahasa Luganda” (informant 1).

“English is the official language, but Luganda and Lunyakole are local languages. We learn English from our parents, at school and more other places. Uganda people use British English accent because we ware colonized by the British” (Informant 2).

Ugandan students use English in their daily interactions in Pema, so they feel more comfortable if the speaker uses English while communicating with Ugandan students. This is based on interviews when Indonesian students who use English in the process of interaction with Ugandan students.

“I think I’m happy because I don’t have to a hard time to looking for Bahasa Indonesia, I feel good to have some people speak English. For me its okay that is I mean Indonesia its okay, both English and Indonesia. But sometimes I

don't know what to answer but I understand what she told me, so I answer in english" (informant 1).

" I try studying the language sometime but untill right now I cant speak little bit of bahasa not yet good" (informant 3).

The two informants above stated the similar things that they were not fully able to interact in Indonesian. In most cases they use more English in conversations with Indonesians because it is considered more comfortable.

"I feel comfortable, because I know i'm free to talk about anything I want, to express my self" (Informant 3).

"I feel at home when someone talk to me by english, like the the way your feel when someone talks to yuo in bahasa, thats what I feel when someone talks to me in english" (Informant 4).

Third and fourth informants are happy when local students interacted in English with them. Feelings pleasure signify that Ugandan students do not want to get out of their comfort zones and choose to continue to use English, even though they know that not all pesma students can communicate in English. Whereas an interaction will not occur if there is a communication barrier in the form of language specifically when the sender of the message and the recipient of the message use different languages or words are not understood by the recipient of the message (Sanjaya, 2013). This proves that existence of divergence and refusal to be able speak in Indonesian.

3.2.2 High Speed of Speechas British Accents Default Used In Uganda

The next form of divergence is the speed of speaking of Ugandan students using British accents tends to make it difficult for listeners to respond. In the interview process that researchers do, several times researchers must ask informants to repeat what they said. This is because of the speed of Ugandan students when speaking in a British accent.

In a study that conducted at the Faculty of Teacher Training and Education, the English study program at the University of Muhammadiyah Surakarta about variations in English, explained that the British English accent had the lowest number of enthusiasts, BrE be judged have a speed that was difficult to follow, besides that the pronunciation for the BrE accent was unclear when compared to an American English accent that has more devotees because of its speed which is easy to follow, accent is not thick, and clear pronunciation (Adityarini, Agus, & Masykuroh, 2009).

The research above shows there is an influence of variations in English accent model towards how a person understands the interlocutor's accent, especially in the use of English both American-English or British-English accents. British accents that have a high level of complexity make local students in general do not like that accent. This is also supported by pesma environment which tends to use AmE accents, as well as the language development system in pesma where every morning a podcast of conversations or news with American English accents is played. Also the standard English exam in Pesma still uses standard of TOEIC (Test of English for International Communication) which uses an American English accent. So it is undeniable that Indonesian students that living in Pesma are trained and accustomed to using American English accents compared to British English.

3.2.3 Lack of Negotiation Makes anIneffectiveness In The learning Process

Pesma gives an opportunities for Ugandan students to become English teachers, especially vocabulary and grammar learning. Based on observations and documentation, foreign language learning is done every day after dawn prayer, with the Ugandan student by method standing in public and providing vocabulary to other local students. But the vocabulary delivered by Ugandan students in public is not a new vocabulary anymore for local students themselves.

In some cases base on observation, it was found that Ugandan students delivered vocabulary that was familiar to local students and that had been mastered by local students such as the “presentation” and “discussion” words. These two words are often practiced in the daily life of local students but still conveyed during lessons, moreover the form of words has been absorbed by Indonesian with almost in the same writing. The provision of familiar vocabulary results in ineffective learning processes, even found some students who are sleepy during the learning process. Then there is what is called a divergence in the teaching process, because many things are not negotiated, so there is an error where local students feel they do not acquire new knowledge.

3.3 Over-accommodation

In every communication that exists, the “over” effects often occur in verbal and nonverbal forms. The same thing is also found in the process of communication accommodation, which in the process of accomodation there are not only two strategies are convergence and divergence, but there is also what is called over-accommodation. The form of over-accommodation can be seen from how someone responds to an interaction, so it can be said that over-accommodation is interpreted as a perception when the communicant exceeds in

certain level of communicative behavior required for the success of an interaction (Giles & Gasiorek, 2012).

Over-accommodation confirms that in communication there is not only a convergence and divergence strategy as a form of acceptance and rejection, but there are also disturbances that occur that can cause misunderstanding, one of which causes misunderstanding is over in accommodating, miscommunication occurs mostly due to differences in knowledge and experience (Alviana, 2015).

Based in the observation, room transfers at Pesma Kh Mas Mansur are routine activities are carried out annually. Placement of rooms has been arranged by the management, the students will be randomly placed on the second, third, fourth and the last floor is the fifth floor. So students can not choose their own rooms or change the list of room members who have been determined. At the beginning, the Ugandan student room were placed on the third floor for three months, then moved to the second floor due to problems with her roommate on the third floor, and the following year she was moved again to a room on the third floor. The floor that she had leaved before. Different case with local students who from the beginning entered pesma that were placed on the fifth floor, she then went down to the second floor, and the next room was moved again to the fifth floor.

Ugandan students who had never been placed on the fifth floor previously felt that the fifth floor was a far and tiring, because they had to go up stairs to that floor. However, it is different from local students who have lived in the fifth floor for a year before, they feel that going up stairs and down stairs from the first floor to the fifth floor is normal, so that local students who were previously placed on the fifth floor, then go down to the second floor, and so on being moved again to the fifth floor is not a hard thing for local students. Therefore the experience of each individual is also a factor of causing a different response from each person.

In addition, the use of Indonesian language by Ugandan students in responding to the conversation was not right, the choice of words in Indonesian that used as feedback from the conversation was considered excessive by Indonesian student as a interlocutors. This result with Ugandan students who actually wanted to convergence, over-accommodated.

4. CLOSING

In the research communication accommodation Ugandan student in pesma UMS, The researcher found that there was an accommodation in the form of convergence, divergence, and over-accommodation. The convergence efforts undertaken by Ugandan students are (a) Interacting in bahasa with Pesma students based on the vocabularies that they already knew, (b) reduce the

speed of speech when the interlocutor have a difficulty to understanding to make the recipient interpret a message clearly, (c) use Indonesian name calling as a form to show their respect to the seniors and staff, (d) building two-ways communication in evaluation process of learning, and (e) fashion style as a nonverbal form, it can be seen when Ugandan changes in wearing dress, with a choice of neutral colors and style, so they looks like an Indonesian people style.

While The divergences made by Ugandan students are as follows: (a) keep using English for unknown Indonesia vocabularies because English is Uganda's first official language, (b) high speed of speech as British accents default used in Uganda, whereas in pesma the students tends to use AmE accents, and (c) lack of negotiation makes an ineffectiveness in the tlearning process, The provision of familiar vocabulary results in ineffective learning processes, because many things are not negotiated. And the last one is over-accomodation the form of over-accommodation is done by Ugandan students when communicating due to misunderstanding in using the language of the interlocutors, there are differences in background of knowledge and experience.

So, from this study it can be concluded that the accommodation carried out by Uganda students is to be able to adjust communication patterns with local students in Pesma. Whereas in its strategy, uganda students tend to accommodate communication in the form of convergence with interlocutors in pesma.

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